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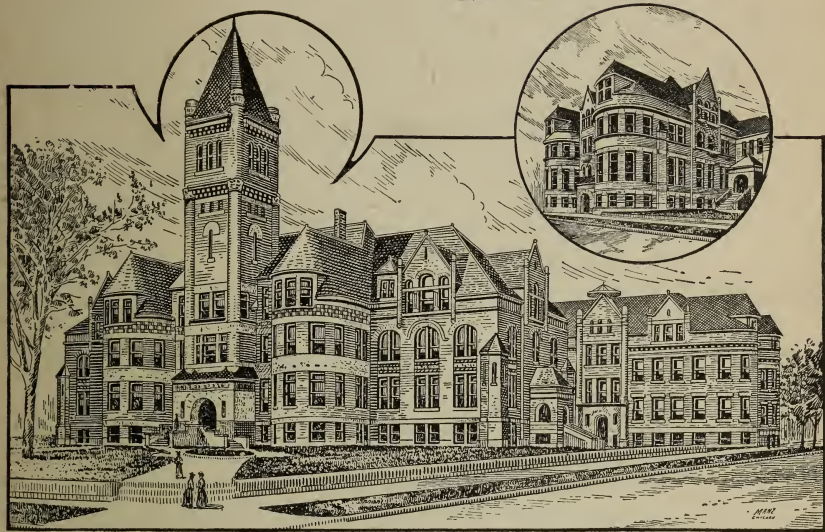
PRESIDENT'S OFFICE.

INDIANA STATE NORMAL SCHOOL

TERRE HAUTE, INDIANA

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JAN 25 1921



SUMMER TERM - JULY 2 TO AUGUST 10

...1906...

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517 N. Sixth St.
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| OREN ERNEST FRAZEE, Laboratory Assistant in Physiology. | |

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*At Leland Stanford University for the year.

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INDIANA STATE NORMAL SCHOOL.

LOCATION.

The State Normal School is fortunate in being located at Terre Haute, a thriving city of some 60,000 people. The great systems of the Pennsylvania, Big Four and Frisco Railways, with some minor lines, and interurban routes, make it possible to reach the city from every direction practically every hour of the day. The school is located in the heart of the city and is in easy reach of all the stations. On the opening days of each term committees from the Young Men's and Young Women's Christian Associations meet all trains and aid in-coming students in finding places to live during their stay in the school.

THE STATE NORMAL AND THE SCHOOL SYSTEM OF INDIANA.

The Normal is Indiana's school for the preparation of teachers and as such is a part of the public school system of the State. The school is now entering upon a new era of usefulness in its preparation of teachers. The year just closed was one of unusual prosperity in every way. There were in attendance nineteen hundred eight different students representing nearly every county in the State. This announcement is made with the strongest confidence in the school's ability to offer the very best advantages in every way to teachers and students of education.

EQUIPMENT.

The equipment is substantial and up-to-date in every way. The three large buildings that are now occupied by the school are handsome, modern pieces of architecture,

and are a credit to Indiana. The grounds and buildings are well kept and are an education in themselves. The Library contains now about forty thousand volumes and is recognized as one of the best working libraries to be found anywhere. It is conducted upon the principle that the books are here to be used. The departments of Physics, Chemistry, Geography, Botany, Zoölogy, Physiology and Psychology all sustain well equipped laboratories in which students are given personal and individual attention. The school maintains two splendid gymnasiums with physical directors for men and women. In addition Parsons Field affords every opportunity for outdoor exercise. One of the latest accessions to the equipment is a complete Manual Training Department in which teachers may prepare for this phase of work which will doubtless shortly become a part of the public school course. The recent completion and occupation of the new Training School Building makes our facilities for practical work complete. This building with its eight grades of the city schools, the use of the Terre Haute High School which is accorded the Normal and the Rural Training School, afford the students access to the complete round of public school education.

Students can attend the Spring and Summer Terms, can do a half year's work, and still have a few weeks to rest before beginning their work in September.

This announcement shows in detail all the work offered during the Summer term. Correspondence is invited. Address,

WILLIAM W. PARSONS, President,
Terre Haute, Ind.

DEAN OF WOMEN.

One of the new features of the year 1905-1906 is the establishment of the office of Dean of Women. It is hoped that through this office the needs of the hundreds of young women, who come from all parts of the State, may be more closely and carefully attended to.

The Dean of Women intends to be of service to the young women by counsel, advice and other forms of helpfulness along the lines of peculiar interest to them.

The matters of health, manners, morals and general deportment will be given special attention.

A list of desirable rooms and boarding places will be found and kept on reference in the office of the Dean; and it is the intention, as far as possible, to assist the young women in finding satisfactory locations at reasonable prices. It is especially urged, that young women, coming for the first time to the school, will confer with the Dean before making definite arrangements as to rooms.

Assistance will be given, as far as possible, to young women desiring to find work to pay part of their expenses.

A rest room has been equipped for the use of the young women of the school, and every effort will be put forth to make them feel at home.

Correspondence relating to the special work of this office is invited, and should be addressed to

MARTINA C. ERICKSON, Dean of Women,
Indiana State Normal School.

SUMMER TERM.

PSYCHOLOGY.

HOWARD SANDISON, Professor.

CHARLES HOMER BEAN, Assistant Professor.

INTROSPECTIVE PSYCHOLOGY.

Course I.—Attention is given to the problem of psychology; to the relation of the nervous system and consciousness; to the nature of attention and to sensation as the elementary psychological process. Angell's *Psychology*, pages 1-121, supplemented by readings from other texts as those of Dewey, James, Thorndyke, etc. Given at 8:00 by Assistant Professor Bean in Room 1.

Course II.—Attention is given to the analysis of the process of knowing; to the relation of these conscious processes to the neural process, and to the relation of the process of knowing to teaching. Angell's *Psychology*, pages 122-255. Other texts are to be examined, especially those mentioned in connection with the first term's work. Given at 9:05 by Professor Sandison in Room 34.

Course III.—An investigation of feeling, including the nature of the affective element, instinct, impulse, and the nature of emotion; and of will, including the nature of volition, its relation to desire and choice, the character and will, and the relation of the self to will. Angell's *Psychology*, supplemented somewhat by the study of other authors. Given at 10:10 by Professor Sandison in Room 34.

EXPERIMENTAL PSYCHOLOGY.

Course IV.—The purpose of this first course in experimental psychology is to make the stage in the knowledge process simple, first-hand and concrete. The chief means to this end consists of experiments selected from various sources and performed upon both adults and children. The value of experiments in psychology lies in their multiplication of opportunities to introspect and in their increasing the exactness and fixing the habit of observation. These elements of progress in psychological knowledge are followed by discussion in class, which aims at the application of

their results to teaching. Given by Assistant Professor Bean at 11:10 in Room 1. Laboratory hours will be arranged to suit the student's programme. At least one course in introspective psychology must be completed before taking Psychology IV.

Course VI.—In this term's work attention and interest, imagination and memory, feeling and emotion, and other processes are studied. As in Psychology IV, the modes of study are observation, experimentation, introspection and class discussion. Given during the summer term by Assistant Professor Bean at 10:10 in Room 1. The prerequisites are courses I, II, III, IV and V.

The time for entering upon the course in psychology is not later than the beginning of the last term of the Sophomore year. This enables the student to complete the required subjects of the professional course in the remaining terms of the school course by studying one professional subject only each term. (Only those students who have entered the school upon a college diploma, or a sixty months' license, are entitled to carry more than one of the required subjects of the professional course in any given term.) The time for entering upon the course in experimental psychology is the last term of the Junior year. The student may, however, enter upon the course at the beginning term of the Junior year.

Each student is strongly urged to complete the full course in physiology before entering upon the course in psychology. The completion of the work in physiology will aid in a very substantial way the investigation of the work in psychology.

UNITED STATES HISTORY AND CIVIL GOVERNMENT.

ELLWOOD WADSWORTH KEMP, Professor.

Course I.—Primary history for the first six grades. This will deal with the primary history course from earliest times to 1492.

Course II.—American Colonial history from 1492 to 1763, the close of the French and Indian War.

Course III.—American history from 1763 to 1829—the formation and establishment of the Union.

METHODS, OBSERVATIONS AND PRACTICE.

ALBERT ROSS CHARMAN, Professor.

METHODS.

Course I.—The general problem of education as to its idea, process and means is briefly treated as a basis for the work that follows. The school as the special means of education is considered as a social institution, as a legal institution, in the Indiana form, and as a spiritual organization. Attention is given next to the general conception of method with its stages of development. Finally, method is considered as an objective and as a subjective process.

Course II.—The work of this course is a study of: Method applied to one or more branches of study. Method in the lesson. The recitation viewed in relation to other activities of the school. The observation and interpretation of lessons and the organization and planning of lessons.

The courses in methods follow the three courses in introspective psychology and should be entered upon not later than the third term of the Junior year.

PRACTICE.

Course II.—Only the second term of practice is offered in the Summer Term. It consists of observation and interpretation of lessons given by the teacher in charge of the practice school. The organization, planning and presentation of lessons by the student. Discussion of lessons given by students. A paper on some educational topic or problem is required.

The two courses in methods and the course in practice are required subjects.

OBSERVATION.

Course I.—General observation in the practice school. This course affords students an opportunity to observe the daily work of the school and thus become acquainted, to some extent, with the course of study, assignments, mode of presenting work, apparatus, reference books, programs, etc. In addition to observa-

tion of lessons, students are expected to attend the discussions of lessons in the practice work and at the close of the term to make a brief written report, indicating (1) time spent in observing, (2) subjects observed, (3) new views of teaching gained from the observation, (4) the plan for a lesson.

For the work taken as above indicated no credit is given, but if in addition the student does the class work of Course I or II of methods, one full credit is given.

PHYSICS AND CHEMISTRY.

ROBERT GREENE GILLUM, Professor.

EDWIN MORRIS BRUCE, Assistant Professor.

PHYSICS.

Course I.—Matter. Mechanics.

Course II.—Sound, Heat and Light.

Course III.—Electricity and Magnetism.

Any additional work desired by students could probably be arranged to suit individual needs.

CHEMISTRY.

Course I.—Non-Metals.

Course II.—Metals.

Course III.—Qualitative Analysis.

Any additional work desired could probably be arranged to suit individual needs.

PHYSIOLOGY.

LOUIS JOHN RETTGER, Professor.

—————, Assistant Professor.

OREN ERNEST FRAZEE, Laboratory Assistant.

Course I.—This is the regular first term's work, and will consist of a study of modern methods of sanitation, the general physiology of the blood and circulation and the anatomy of the central nervous system.

Course II.—This is a direct continuation of Course I, and in-

cludes the study of the anatomy and physiology of the special senses and the general physiology of digestion.

There will be in addition to the daily recitations in these courses, special laboratory work to acquaint the student in a first-hand and practical way with the subjects treated. The physiological laboratory is quite well equipped with modern apparatus to illustrate all the simpler physiological phenomena.

Course III.—Physiological Chemistry.—This course is open to students who have had Courses I and II, and who have further had some work in general chemistry. The work will consist of a hundred or more experiments in the chemistry of digestion and blood coagulation, and in the qualitative and, in a few instances, the quantitative determination of the more important compounds occurring in the body. It will be credited on the course as Physiology III.

Course IV.—General Vertebrate Embryology. This course is open to all students who have had either Course I or Course II in physiology. It will consist of a study of the general development or embryology of the vertebrate as exemplified in the chick and salamander. It is a regular laboratory course, and students will prepare and mount all stages of the growing embryo of chick up to and including the fourth day of incubation. The physiological laboratory is provided with high-class microscopes, warm chambers and all necessary apparatus for a course in embryology. It will be credited as Physiology IV.

LIBRARY.

ARTHUR CUNNINGHAM, Professor of Library Science.

ANNE CLARE KEATING, Assistant Librarian.

MABEL E. MARSHALL, Assistant Librarian.

A library of more than forty thousand volumes is the special pride of the school. The books are all comparatively new and have been selected primarily with reference to the particular needs of the various departments of instruction. The needs of the classes have been so wide in their scope and the general interests of the school have been such as to bring about the establishment of a well-rounded reference library. The accessions

number several thousand volumes annually. There are also kept on file about two hundred current magazines and papers.

In the management of the library the effort is made to bring about the largest and best use of the books consistent with the interests of all. To this end the library has been thoroughly classed and catalogued according to the most approved systems. All students, as well as professors and instructors, have full and free access to the shelves during the open hours, and almost any book may be taken from the library from one day to two weeks, the limit depending wholly upon the character of the book and the nature of the demand for it. The necessary general instruction in the right use of books and even individual assistance, so far as the working force of the library admits, is also rendered.

LITERATURE.

CHARLES MADISON CURRY, Professor.

MARY ELINOR MORAN, Assistant Professor.

ELEMENTARY LITERATURE AND READING.

Course I.—Study of selections suitable for the advanced grades, with a discussion of the various questions connected with the teaching of reading and literature in elementary schools.

Room 25, 9:05 a. m., Assistant Professor Moran.

Course II.—Continuation of preceding line of work. A play of Shakespeare, a novel, and an essay.

Room 25, 11:15 a. m., Assistant Professor Moran.

ADVANCED LITERATURE.

Course III.—English Prose. A study of Carlyle's *Sartor Resartus* with collateral reading in other prose writings of the Nineteenth Century.

Room 27, 8:00 a. m., Professor Curry.

Course VI.—American Prose; Franklin's *Autobiography*, Irving's *Alhambra*, Emerson's *Essays*, Thoreau's *Walden*. Other material may be substituted for some of this list.

Room 25, 10:10 a. m., Assistant Professor Moran.

Course VII.—Fiction; its range of subject-matter, methods, educational value. At least five novels will be studied, chosen from the work of Scott, George Eliot, Dickens, Hawthorne, and Howells.

Room 27, 9:10 a. m., Professor Curry.

Course VIII.—General Literature. A consideration of the nature and elements of great books. Dante's Divine Comedy will be studied in Carey's translation.

Room 27, 10:10 a. m., Professor Curry.

HISTORY OF EDUCATION.

FRANCIS MARION STALKER, Professor.

Course II.—Hebrew, Greek, and Roman Education. The contribution of each of these nations to culture is emphasized. Sparta and Athens are studied as types of Old Greek Education and Athens is studied as a type of the New, with the causes and effects of the change that took place. Roman education previous to the influence of outside forces, and Roman education as changed by outside influences; the Alexandrian movement and its educational significance; Christianity and Constantine; the work of Charlemagne and Alcuin complete the subjects considered.

Room 35, 9:05 a. m.

Course IV.—Leading School Systems of Europe and America. The historical development of the Germans, French, and English systems, and the beginning and growth of such systems as those of Massachusetts, New York and Rhode Island furnish the basis of this course.

Room 35, 10:10 a. m.

Course VII.—Ancient Educational Classics. A critical study of parts of Plato's Republic and Laws, Xenophon's Cyropaedia, Aristotle's Ethics and Politics, Quintilian's Institutes of Oratory, and Plutarch's Moralia constitutes the work of the term.

Room 35, 11:15 a. m.

GEOGRAPHY.

CHARLES REDWAY DRYER, Professor.

WILLIAM ALLEN MCBETH, Assistant Professor.

Course I.—Physiography.—The description and explanation of land forms. Examination of type forms in the field. Study of common minerals and rocks, and interpretation of maps in the laboratory.

Course II.—Meteorology.—A study of the atmosphere, weather and climate. Principles of weather forecasting and construction and use of weather maps. Laboratory work and instrumental observation.

Course III.—Geography of the United States.—A study of the physiographic regions of the United States in relation to economic products and human occupation. Manufactures, transportation and commerce. Source, movement and growth of population. Location and development of cities. Map drawing on mathematical projections. A well equipped laboratory and an ample and carefully selected list of reference books facilitate the work in this department.

The summer term furnishes a favorable opportunity for city grade and high school teachers who have but a limited vacation period at their disposal to study this science in relation to its recent material and pedagogical progress.

DRAWING.

WILLIAM THOMAS TURMAN, Professor.

Course I.—Drawing from objects similar to type-forms. First geometric problems and easy constructive drawings. Nature study and landscape compositions.

Course IV.—Drawing from casts and from life and more advanced work in preceding subjects.

Course VI.—Drawing in connection with other subjects. School room decoration. Drawing courses and the supervisor. Art history and study of masterpieces in addition to more advanced work of preceding terms.

During the three terms, practice will be given in the use of pencil, charcoal, brush and pen and the use of color. Blackboard work is emphasized. Outdoor work will be undertaken whenever practicable.

GRAMMAR AND COMPOSITION.

JOHN BENJAMIN WISELY, Professor.

MARY JOSEPHINE ANDERSON, Assistant Professor.

ERLE ELSWORTH CLIPPINGER, Assistant Professor.

GRAMMAR.

Course I.—Topics studied: The thought and its elements, the sentence and its parts, kinds of ideas and classes of words used in expressing them, modifiers, the simple sentence and classes of words used in forming it, their uses and modifiers, and the phrase.

Course II.—Topics studied: The clause, the compound sentence, uses of words, phrases, and clauses in forming it, the complex sentence, uses of words, phrases and clauses in forming it, with especial emphasis upon the connectives in the complex sentence.

Course III.—Topics studied: Parts of speech and their properties, the infinitive, and the participle.

These three courses in grammar are required of all high school graduates and all other students who enter upon a grade of license lower than a three years'. Students who enter upon a three years' or a higher grade of license may take all or a part of the work and receive credit for it on the course.

COMPOSITION.

Course I.—The work deals with the discourse forms of description and narration and gives instruction in the theory and the practice of English composition. The theory of composition is taught by recitations based upon Baldwin's College Manual of Rhetoric, supplemented by the best texts in our tolerably complete text-book library, and by oral and written exercises. The practice is obtained in the writing of daily themes, some of which

are written in the classroom, on topics announced after the class has assembled; and in the writing of longer themes prepared weekly. These daily and long themes are carefully criticised by the teacher and returned to the student, most of them to be re-written. Regular consultation hours are appointed and each student is required, at frequent intervals, to discuss his work with his teacher. A good deal of reading is required in this course aside from text-books. The short stories of Hawthorne, Poe, Dickens, Kipling, Stevenson, together with the descriptions from some of these and from Thackeray and Irving are made use of in the course. Students who are required to take the grammar are not eligible to this course until that work has been completed. This course is required of all students except college graduates.

Course II.—The practical work of this course consists mainly in writing exposition and illustrates the work which may be required of high school students. The elements and the qualities of style are discussed and illustrated from standard authors.

The short daily themes and the longer weekly themes are carefully criticised. Explanations and comments upon these criticisms will receive much emphasis in class conferences, since the heavy work for the teacher of composition lies in marking the written work of pupils and helping them to correct their errors.

This course has been planned especially to meet the needs of teachers of composition.

Course IV.—Public Speaking.—The purpose of the course is to study carefully, by lectures, classroom work, and writing, the forms of public address; to provide opportunity for the practice of the element of persuasion, discussed in Course III; and to emphasize the importance of style in public discourse. Each student will write at least five addresses of about 1,000 words each. In the selection of topics and in the treatment of them students will be allowed considerable freedom, but they will be required to select such topics as will give them practice in the eulogy, platform or commemorative address, commencement address, after-dinner speech, etc. The delivery of these addresses before the class enables the students, to some extent, to wear off their embarrassment before an audience, and to obtain such self-control as will permit them to think with some degree of ease upon their feet and in the presence of people. Incidentally, careful attention is given to distinct utterance, pronunciation, articula-

tion, etc., and to the student's position on the floor, gesture, etc. In the way of models for study in this course, the students have access to Reed's Modern Eloquence, Warner's Library of the World's Best Literature, etc.

Courses II and IV are elective. They are open to students who have completed Course I. The student is advised to take them in the order in which they are here indicated. However, changes may be made to suit the needs of the students by consulting the head of the department.

MATHEMATICS.

OSCAR LYNN KELSO, Professor.

FRANK RAWDON HIGGINS, Assistant Professor.

JAMES HENRY BAXTER, Assistant Professor.

Course I.—Arithmetic. Origin, definition and expression of number, the fundamental operations, vulgar and decimal fractions, and the English and French systems of weights and measures.

Course II.—Arithmetic. Percentage and its applications, and mensuration.

Course III.—Elementary algebra. The conventions, the fundamental processes, the system of rational numbers, and linear equations.

Course IV.—Elementary algebra. Integral functions, fractional functions, and equations.

Course V.—Elementary algebra. Laws of exponential operations, the systems of irrational numbers (including imaginaries) and equations.

Course VIII.—Plane geometry. Proportions, pencils of lines, parallels and anti-parallels, similar figures, partition of the perigon, mensuration, constructions, and additional exercises. (Regular second term's work.)

Course X.—Trigonometry. Functions, formulae, equations, and solution of triangles. Some field work will be done with the instruments.

Those who elect to do work in mathematics should consult the department before making out their programmes.

LATIN.

JOHN JACOB SCHLICHER, Professor.

FREDERICK HENRY WENG, Assistant Professor.

Course I.—The forms of nouns, adjectives and pronouns with their common uses; the indicative of “sum” and “amo.”

Course II.—The second, third and fourth conjugations, indicative and subjunctive; formation of adverbs.

Course IV.—(Counts as V for those who have had IV). About sixty chapters of Caesar, with weekly exercises in composition.

Course VII.—Virgil’s Aeneid. Translation of three books, and metrical reading.

Advanced Course.—Sallust’s Conspiracy of Catiline, with assigned readings and reports on the history of the time.

PHYSICAL TRAINING.

JOHN PATTON KIMMEL, Professor (Men).

FLORENCE BERTHA CURRY, Professor (Women).

The two gymnasiums are situated in the basement, under the Library. They are equipped with modern appliances and apparatus for developing and training the body. Connected with each are baths, with hot and cold water. A physical examination, consisting of measurements and tests, is made for each student. The condition of heart, lungs, digestion and nervous system is carefully noted; also any local defects, such as round shoulders, muscular weakness in any part, abnormal curvature of the spine, varicose veins, etc. The Directors prescribe exercises for the special needs of individual students, who may then work toward building up the whole body.

Class work will consist of carefully graded work in light and heavy gymnastics, free-hand exercises, games and sports of various kinds. Swimming and lawn tennis, basket ball and other games and sports are available in spring, summer and fall terms. Special work in public school gymnastics, lectures upon personal hygiene, school sanitation and physical defects common to school children, will be included.

Three terms in this department are required, for which one credit is given.

Parsons Field, with baseball diamond, running track and grid-iron, is available for athletic sports.

Athletics and all contest games are under the control of the Athletic Association, an organization of students.

MUSIC.

LELLA ANNE PARR, Professor.

Course I.—Major and minor keys and their signatures; major, minor and chromatic scales; two-, four-, and three-part rhythms with their different meter signatures; form of written work for one-voice-music; elementary work in ear-training in tone and rhythm; elementary sight-reading; many songs that may be used in the grades.

Course III.—Sight-reading; ear-training in tone and rhythm; harmony, composition and musical history begun; choruses for grades and high schools.

Music IV.—Elementary harmony. This includes ear-training in intervals, chords and progressions in harmony; knowledge of triads, figured basses, inversions of chords, dominant, and secondary chords of the seventh and their inversions, modulations, and some composition and analysis. The study of harmony broadens and strengthens the knowledge of those who wish to specialize in this subject, or to have a thorough understanding of it.

GERMAN LANGUAGE AND LITERATURE.

FREDERICK GILBERT MUTTERER, Professor.

FREDERICK HENRY WENG, Assistant Professor.

Courses I, II and III. Elementary German. The aim of these courses is a knowledge of the grammatical principles of the German language, an understanding of simple German conversation, the power of speaking and writing in simple sentences, and the ability to read readily easy German verse and prose.

The German language is from the beginning, as far as possible,

the medium of instruction. In the first three courses the classes study Collar's Beginning German Book, and Seeligmann's *Altes u. Neues*, with additional reading of easy narrative; in the fourth course, a short comedy and several short stories from modern writers, and Bernhardt's German Composition.

The terms of this course can be taken only in their regular order, and the entire course, or a satisfactory equivalent in high school work, must precede any of the higher courses.

The department also offers a course in composition and more advanced grammar. This course is so planned that both those students who have just finished the elementary grammar, i. e., the first three terms' work, as well as those who are more advanced in their German course, can take up this work with profit. Special attention will be given to difficult and important points involved in the teaching of German. The course is planned for teachers of German, and such students as wish a systematic review of principles of grammar and rhetoric, together with free composition.

EUROPEAN HISTORY.

FRANK SMITH BOGARDUS, Professor.

Course II.—History of Rome to 476 A. D.

Course IV.—History of England to 1814.

Course VI.—Political development of Europe during the nineteenth century. Only students who have had a good high school course in general European history or the equivalent of such a course, or teachers of experience should enroll for this course.

The features of these courses are:

1. Regular text-book assignments.
2. Extensive use of collateral material in the library.
3. Lectures and discussions relating to the pedagogical phases of the work.
4. Each pupil at the beginning of the term is assigned a topic which he is expected to study intensively and upon which he is to write a paper.

ZOOLOGY AND BOTANY.

ULYSSES ORANGE COX, Professor.

———, Assistant Professor.

ROSCOE RAYMOND HYDE, Laboratory Assistant.

The following courses are selected for the summer term because of their direct bearing on Nature Study teaching, which is rapidly becoming a part of the work in the best elementary schools:

ZOOLOGY.

Course I.—This is a course in invertebrate zoology which is well adapted to the beginner. Special attention will be given to the study of insects; their structure, life histories and economic importance. Breeding cages will be fitted up in the laboratory and students will be expected to watch the development of some common insects from the egg to the adult. This phase of the work will be especially valuable to all those who wish to introduce some nature work into their schools. So far as the short term will allow other groups of invertebrates will be studied. In addition to a class period each student will be expected to spend two hours daily in the laboratory or in field excursions.

BOTANY.

Course II.—This course deals with the mosses and ferns and their relatives. In addition to a careful study of the structure of the types, students are expected to familiarize themselves with the more common species available at this season in the vicinity of Terre Haute. One hour for recitation and two for laboratory or field work will be required daily. Students who have not had botany may begin with this course.

Course VII.—This is a course in general botany with special emphasis on forestry, and it is offered mainly for the benefit of those teachers who can, at present, spend but one term on the subject, but who wish to prepare themselves to teach some elementary plant lessons in their schools. Some work will be done with seeds and germination and enough time will be spent on the flowering plants to enable teachers to recognize the more common species. A careful study will be made of the trees in

this vicinity and the forestry question will receive consideration. The work will consist of a daily recitation and two hours additional in the laboratory or field. This course is offered only during the summer term.

MANUAL TRAINING.

MERIT LEES LAUBACH, Professor.

Course I.—Hand Work for the Primary Grades.

The aim of this course is to give instruction in those forms of hand work that have proved the most practical and profitable in the lower grades of the elementary school, before a special laboratory is available. It will include practical work and discussion of processes in clay modeling, weaving, basketry, cord work, and construction in paper, cardboard, bent-iron and wood. A study will be made of these forms of work as related to other school work and to industry.

Course II.—Wood-Working for the Elementary Schools. This course deals with wood-working as carried on in a special laboratory. It aims primarily to give a training in the technical processes as a basis for instruction in the elementary school. Instruction will be given in the use, construction, and care of tools. A study will be made of the growth of woods, their qualities and structure. Students are expected to design models and work out projects to meet certain conditions.

Course IV.—Wood-Working for Secondary Schools. The work in this course will be more advanced work, and aims to prepare for the teaching of wood-working in the secondary school. It will deal with the problems of construction in wood suitable for the first year of the high school.

PROGRAMME OF CLASSES.

8:00 to 9:00.

Psychology I, Assistant Professor Bean, Room 1.
U. S. History I A-C, Professor Kemp, Room 40.
Methods I, Professor Charman, Room 19.
Physics III, Professor Gillum, Room 50. Chemistry I, Assistant Professor Bruce, Laboratory.
Physiology II, Professor Rettger, Room 55.
Literature III, Professor Curry, Room 27.
Geography II A, Professor Dryer, Room 41 N.
Drawing I, Professor Turman, Room 43.
Composition II, Professor Wisely, Room 32, Grammar I B, Assistant Professor Clippinger, Room 17.
Trigonometry, Professor Kelso, Room 42. Arithmetic I A, Assistant Professor Baxter, Room 18.
Latin II, Professor Schlicher, Room 39. Latin I, Assistant Professor Weng, Room 47.
Roman History, Professor Bogardus, Room 20.
Music I, Professor Parr, Room 49.
Manual Training IV, Professor Laubach.

9:05 to 10:05.

Psychology II, Professor Sandison, Room 34.
U. S. History II A-B, Professor Kemp, Room 40.
Methods II, Professor Charman, Room 19.
Chemistry II, Assistant Professor Bruce, Room 50.
Physiology I, Professor Rettger, Room 55.
Literature VII, Professor Curry, Room 27. Reading I, Assistant Professor Moran, Room 25.
History of Education II, Professor Stalker, Room 35.
Geography III A, Professor Dryer, Laboratory.
Drawing IV, Professor Turman, Room 43.
Grammar II A, Assistant Professor Anderson, Room 24. Composition I, Assistant Professor Clippinger, Room 17.

Arithmetic II B, Professor Kelso, Room 42. Algebra III, Assistant Professor Higgins, Room 48. Arithmetic I B, Assistant Professor Baxter, Room 18.
Latin VII, Professor Schlicher, Room 39.
German III, Professor Mutterer, Room 36.
Zoology I, Professor Cox, Room 12.
Music IV, Professor Parr, Room 49.
Gymnasium, Professor Kimmel.
Gymnasium I, Professor Curry.
Manual Training I, Professor Laubach.

10:10 to 11:10.

Psychology III, Professor Sandison, Room 34. Psychology VI, Assistant Professor Bean, Room 1.
U. S. History III, Professor Kemp, Room 40.
Practice II, Professor Charman, Room 19.
Physics I, Professor Gillum, Room 50. Chemistry III, Assistant Professor Bruce, Laboratory.
Advanced Physiology (Physiological Chemistry), Professor Rettger, Laboratory. Laboratory Sections.
Literature VIII, Professor Curry, Room 27. Literature VI, Assistant Professor Moran, Room 25.
History of Education IV, Professor Stalker, Room 35.
Geography VI, Professor Dryer, Laboratory. Geography I B and C, Assistant Professor McBeth, Room 41 S.
Drawing VI, Professor Turman, Room 43.
Grammar I A, Professor Wisely, Room 32. Grammar II B, Assistant Professor Anderson, Room 24. Grammar I C, Assistant Professor Clippinger, Room 17.
Geometry II, Professor Kelso, Room 42. Algebra II, Assistant Professor Higgins, Room 48. Arithmetic II A, Assistant Professor Baxter, Room 18.
Advanced Latin, Professor Schlicher, Room 39.
Advanced German, Professor Mutterer, Room 36. German I. Assistant Professor Weng, Room 47.
English History, Professor Bogardus, Room 20.
Music III, Professor Parr, Room 49.
Gymnasium, Professor Kimmel.
Gymnasium I, Professor Curry.
Manual Training II, Professor Laubach.

11:15 to 12:15.

Psychology IV, Assistant Professor Bean, Room 1.

Physics II, Professor Gillum, Room 50.

Embryology, Physiological Laboratory.

Reading II, Assistant Professor Moran, Room 25.

History of Education VII, Professor Stalker, Room 35.

Geography I A, Assistant Professor McBeth, Room 41 S.

Composition IV, Professor Wisely, Room 32. Grammar III A.

Assistant Professor Anderson, Room 24.

Algebra I, Assistant Professor Higgins, Room 48.

Latin IV (V), Assistant Professor Weng, Room 47.

German II, Professor Mutterer, Room 36.

Nineteenth Century, Professor Bogardus, Room 20.

Botany II, Professor Cox, Room 12.

Gymnasium, Professor Kimmel.

Gymnasium II, Professor Curry.

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SUMMER TERM FACULTY.

WILLIAM WOOD PARSONS,
President, and Professor of Philosophy of Education.

HOWARD SANDISON,
Vice-President, and Professor of Psychology.

ELLWOOD WADSWORTH KEMP,
Professor of United States History and Civil Government.

ALBERT ROSS CHARMAN,
Professor of Observation, Methods and Practice.

ROBERT GREENE GILLUM,
Professor of Physics and Chemistry.

LOUIS JOHN RETTGER,
Professor of Physiology.

ARTHUR CUNNINGHAM,
Librarian and Professor of Library Science.

CHARLES MADISON CURRY,
Professor of Literature.

FRANCIS MARION STALKER,
Professor of History of Education.

CHARLES REDWAY DRYER,
Professor of Geography.

MARY ELINOR MORAN,
Assistant Professor of Literature.

WILLIAM THOMAS TURMAN,
Professor of Penmanship and Drawing.

JOHN BENJAMIN WISELY,
Professor of English Grammar and Composition.

OSCAR LYNN KELSO,
Professor of Mathematics.

JOHN JACOB SCHLICHER,
Professor of Latin.

WILLIAM ALLEN McBETH,
Assistant Professor of Geography.

FRANK RAWDON HIGGINS,
Assistant Professor of Mathematics.

JOHN PATTON KIMMEL,
Professor of Physical Training (Men).

LELLA ANNE PARR,
Professor of Music.

FREDERICK GILBERT MUTTERER,
Professor of German.

FLORENCE BERTHA CURRY,
Professor of Physical Training (Women).

FREDERICK HENRY WENG,
Assistant Professor of Latin and German.

ERLE ELSWORTH CLIPPINGER,
Assistant Professor of English Grammar and Composition.

FRANK SMITH BOGARDUS,
Professor of European History.

CHARLES HOMER BEAN,
Assistant Professor of Psychology.

ULYSSES ORANGE COX,
Professor of Zoology and Botany.

EDWIN MORRIS BRUCE,
Assistant Professor of Physics and Chemistry.

MERIT LEES LAUBACH,
Professor of Manual Training.

MARTINA CECILIA ERICKSON,
Dean of Women.

JAMES HENRY BAXTER,
Assistant Professor of Mathematics.

OLIVER S. THOMPSON,
Assistant Professor of Physiology, and Zoology and Botany.

GUY C. HANNA,
Assistant in Latin.

A. W. INMAN,
Assistant in United States History.

ANNE CLARE KEATING,
Assistant Librarian.

MABEL E. MARSHALL,
Assistant Librarian.

HELEN M. CRANE,
Assistant Librarian.

OFFICE FORCE.

MINNIE ELIZABETH HILL,
Registrar.

EMMA AGNES SMITH,
Clerk.

PEARL IRENE JOLLEY,
Bookkeeper.

SUMMER TERM.

In 1894 the first Summer Term of the State Normal School was conducted by three members of the Faculty with an attendance of 110 students. In 1906 the entire Faculty conducted the Summer Term with an attendance of 854. This term has come to be an integral part of the work of the school year with the regular members of the Faculty in charge, and with every facility and advantage offered at any other time.

CLASS WORK.

The work is arranged so that a student may pursue two full subjects and complete the work in them as it is done in a full term. That is, a student can do a half term's work and make two credits in the Summer Term. Wide freedom of choice is permitted, and in the great range of work offered, superintendents, principals, and teachers of all grades may find subjects to meet their wants and needs. Students who are not working for credits are permitted to observe and follow the work in as many subjects as they may care to choose.

The recent Legislature enacted laws that change the conditions of teaching in the State. The work of the Summer Term will meet all these conditions and students will find classes suited to their needs. Correspondence is solicited with regard to particular points and cases not covered in this announcement.

SCHEDULE OF WORK BY DEPARTMENTS.

PSYCHOLOGY.

- 8:00 a. m.—Course II—Introspective—An investigation of the stages of knowing (perception, memory, imagination and the language activity).—Professor SandisonRoom 34
- 8:00 a. m.—Course I—Introspective—The material or subject matter of psychology, its characteristic attribute, its scope, modes of investigation, the physical basis of conscious activity.—Assistant Professor BeanRoom 1
- 9:05 a. m.—Course I — Introspective. — Assistant Professor BeanRoom 1
- 10:10 a. m.—Course III—Introspective—An investigation of the stages of knowing (understanding, conception, judgment, reasoning; the general nature of feeling and will).—Professor Sandison.....Room 34
- 11:15 a. m.—Course VI—Experimental—Memory, ideation and types of imagery, feeling, volition.—Assistant Professor Bean.....Room 1

U. S. HISTORY.

- 8:00 a. m.—U. S. History I—The work of the first six grades.—Professor Kemp.....Room 40
- 9:05 a. m.—U. S. History V—Civil Government.—Professor KempRoom 40
- 9:05 a. m.—U. S. History III—Growth of American History from 1789 to 1850.—Mr. Inman.....Room 38
- 10:10 a. m.—U. S. History IV—American History from 1850 to the present time.—Professor Kemp.....Room 40
- 11:15 a. m.—U. S. History I—Civil Government.—Mr. Inman
Room 40
- 3:30 p. m.—U. S. History II—American History from 1600 to 1789.—Mr. InmanRoom 40

METHODS, OBSERVATION AND PRACTICE.

- 8:00 a. m.—Methods II—Special Method—(1) The application of the general conception of method to one or more branches of study; (2) Method applied to the lesson, the lesson viewed in relation to the other activities of the school; (3) Observation and interpretations of lessons.—Professor Charman.
Room 19
- 9:05 a. m.—Methods I—(1) The nature of education in general; (2) The school as a social institution, as a legal institution, and as a spiritual organization. The second half of the term is given to the study of the general conception of method.—Professor CharmanRoom 19
- 10:10 a. m.—Observation.—Professor Charman.....Room 19

PHYSICS AND CHEMISTRY.

- 8:00 a. m.—Physics III—Electricity and magnetism.—Professor GillumRoom 50
- 8:00 a. m.—Chemistry II—Metals.—Assistant Professor Bruce.
Chemical Laboratory
- 10:10 a. m.—Physics I—Mechanics.—Professor Gillum..Room 50
- 9:05 a. m.—Chemistry I—Non-metals.—Assistant Professor BruceRoom 50
- 11:15 a. m.—Chemistry III—Qualitative Analysis.—Assistant Professor BruceChemical Laboratory
- 1:30 p. m.—Chemistry V.—Assistant Professor Bruce.....
Chemical Laboratory

PHYSIOLOGY.

- 8:00 a. m.—Physiology II.—Professor Rettger.....Room 55
- 9:05 a. m.—Physiology I.—Assistant Professor Thompson.....
Room 55
- 10:10 a. m.—Physiology III.—Professor Rettger.....
Physiological Laboratory
- 11:15 a. m.—Physiology I.—Assistant Professor Thompson.....
Room 55

LIBRARY SCIENCE.

- 9:05 a. m.—Course I—Use of Libraries.—Professor Cunningham Librarian's Office
- 11:15 a. m.—Course II—Organization and administration of libraries.—Professor Cunningham..... Librarian's Office

Note—It is to train our students to make more efficient use of the Normal and other libraries with which they come in contact, the ultimate object being to save their time and effort in the consultation of books, that Course I is offered, while Course II is designed to teach the more technical work of the librarian. The election of Course I does not necessitate the taking of further work in this department. Both courses may be taken at one time, if the student desires.

LITERATURE.

- 8:00 a. m.—Literature VI—American Prose—Franklin's Autobiography, Irving's Alhambra, Thoreau's Walden, Emerson's Essays, and Lowell's Literary Essays.—Assistant Professor Moran..... Room 25
- 9:05 a. m.—Literature VII—English Fiction—Selections from the following list: Scott's Quentin Durward, and Bride of Lammermoor; Jane Austen's Pride and Prejudice, and Persuasion; Reade's The Cloister and the Hearth; Dickens' Pickwick, and Tale of Two Cities; Thackeray's Vanity Fair; Charlotte Bronte's Jane Eyre; Trollope's Barchester Towers; George Eliot's Mill on the Floss, and Scenes of Clerical Life; Hardy's The Return of the Native; George Meredith's The Egoist.—Professor Curry Room 27
- 9:05 a. m.—Reading I.—Assistant Professor Moran... Room 25
- 10:10 a. m.—Literature VIII—Robert Browning: the characteristic monologues, several of the shorter dramas, and The Ring and the Book.—Professor Curry. Room 27
- 10:10 a. m.—Reading II.—Assistant Professor Moran... Room 25
- 11:15 a. m.—Literature III—English Prose Masterpieces, including Moore's Utopia, Bacon's Essays, Milton's

Areopogitica, Bunyan's Pilgrim's Progress (Part 1), Walton's Compleat Angler, Swift's Tale of a Tub, or Gulliver's Travels, Lamb's Essays of Elia, Ruskin's Sesame and Lilies, Carlyle's Heroes and Hero Worship.—Professor Curry.....Room 27

HISTORY OF EDUCATION.

- 8:00 a. m.—Course I—The Problem and Oriental Education.—
Professor StalkerRoom 35
- 9:05 a. m.—Course II—Greek and Roman Education.—Pro-
fessor Stalker.....Room 35
- 10:10 a. m.—Course III—Renaissance Education. — Professor
StalkerRoom 35

Note—These courses are complete in themselves and may be elected out of continuity.

GEOGRAPHY.

- 8:00 a. m.—Geography VI—Principles—Designed for superin-
tendents, principals, supervisors and teachers who
wish to do department work in grade and high
school geography.—Dr. Dryer.....Laboratory
- 9:05 a. m.—Geography II—Atmosphere and Seasons.—Assistant
Professor McBeth.....Room 41 N
- 10:10 a. m.—Geography III—Geology—Open to students who
wish to specialize on the physical side of earth
science.—Dr. Dryer.....Laboratory
- 10:10 a. m.—Geography Ia—Land.—Assistant Professor Mc-
Beth.....Room 41 S
- 11:15 a. m.—Geography Ib—Land.—Assistant Professor Mc-
BethRoom 41 S
- 11:15 a. m.—Geography IV—United States. This course regu-
larly follows Course II.—Dr. Dryer...Laboratory

DRAWING.

- 8:00 a. m.—Drawing I—Practice in drawing from simple ob-
jects with pencil, and in the use of water colors in
design, landscape and from still life.—Professor
Turman.....Room 43

- 9:05 a. m.—Drawing IV—Advanced work with pencil charcoal, crayons, pen and water color, in landscape, still life and design. Composition and picture study. Art History.—Professor Turman.....Room 43
- 10:10 a. m.—Drawing VI—More advanced work in the above and consideration of the problems of school drawing and supervision. Outdoor sketching.—Professor TurmanRoom 43

GRAMMAR AND COMPOSITION.

- 8:00 a. m.—Composition II—Exposition with special emphasis on grading and criticising written work. Work especially adapted to high school teachers. Text, Thorndike's Elements of Composition and Rhetoric.—Professor Wisely.....Room 32
- 8:00 a. m.—Grammar Ib—Topics studied: The thought and its elements, the sentence and its parts, kinds of ideas and classes of words used in expressing them, modifiers, the simple sentence and classes of words used in forming it, their uses and modifiers, and the phrase.—Assistant Professor Clippenger.....Room 17
- 9:05 a. m.—Grammar IIa—See statement Ib.....Room 24
- 9:05 a. m.—Composition I—Description and narration with special emphasis on work appropriate for the grades in the public schools. Text book, Baldwin's College Manual of Rhetoric.—Assistant Professor Clippenger.....Room 17
- 10:10 a. m.—Grammar Ia—See Ib.—Professor Wisely..Room 32
- 10:10 a. m.—Grammar IIb—Topics studied: The clause, the compound sentence, the complex sentence with special emphasis on connective words.—Assistant Professor Clippenger.....Room 17
- 10:10 a. m.—Grammar Ic—See Ib.....Room 24
- 11:15 a. m.—Composition IV—A study of the oration and the forms of public address with practice in public speaking.—Professor Wisely.....Room 32
- 11:15 a. m.—Grammar IIIa—Topics studied: Parts of speech and their properties, the infinitive, and the participle.....Room 24

MATHEMATICS.

| | | |
|-------------|---|---------|
| 8:00 a. m. | —Trigonometry.—Professor Kelso..... | Room 42 |
| 8:00 a. m. | —Arithmetic Ia.—Assistant Professor Baxter. | Room 18 |
| 9:05 a. m. | —Algebra III.—Assistant Professor Higgins. | Room 48 |
| 9:05 a. m. | —Arithmetic IIb.—Professor Kelso..... | Room 42 |
| 9:05 a. m. | —Arithmetic Ib.—Assistant Professor Baxter. | Room 18 |
| 10:10 a. m. | —Geometry II.—Assistant Professor Baxter. | Room 18 |
| 10:10 a. m. | —Algebra II.—Assistant Professor Higgins.. | Room 48 |
| 10:10 a. m. | —Arithmetic IIa.—Professor Kelso..... | Room 42 |
| 11:15 a. m. | —Algebra I.—Assistant Professor Higgins.. | Room 48 |

LATIN.

| | | |
|-------------|--|---------|
| 8:00 a. m. | —Latin I.—Mr. Hanna..... | |
| 8:00 a. m. | —Latin II.—Dr. Schlicher..... | Room 39 |
| 9:05 a. m. | —Latin IV (V)—Caesar.—Dr. Schlicher..... | Room 39 |
| 10:10 a. m. | —Latin III.—Mr. Hanna..... | |
| 10:10 a. m. | —Latin VI (VII)—Cicero's Orations.—Assistant Professor Weng | Room 47 |
| 11:15 a. m. | —Advanced Latin—Tacitus' Agricola and Advanced Composition.—Dr. Schlicher..... | Room 39 |

PHYSICAL TRAINING—MEN.

| | | |
|-------------|--|-----------|
| 9:05 a. m. | —Course III—Heavy gymnastics, including jumping, vaulting, running and U. S. Army setting up exercises.—Professor Kimmel..... | Gymnasium |
| 10:10 a. m. | —Course II—Marching—Exercises with light apparatus, Indian clubs, dumb bells and wands—Games for play-ground suitable for children.—Professor Kimmel | Gymnasium |
| 11:15 a. m. | —Course I—Marching—Free hand exercises—Games, all of which are suitable for children.—Professor Kimmel | Gymnasium |

GERMAN.

| | | |
|------------|---|---------|
| 8:00 a. m. | —German I.—Professor Mutterer..... | Room 36 |
| 9:05 a. m. | —Advanced German—The study of Schiller's dramatic works. The basis for the term's work will | |

be the reading of the Wallenstein trilogy in the class. Collateral reading will be assigned to the individual members of the class.—Professor MuttererRoom 36

10:10 a. m.—Intermediate German—Reading modern German prose, with weekly exercises in composition and more advanced grammar. The reading material will be selected from representative modern short-story writers and dramatists.....Room 36

11:15 a. m.—German II.—Assistant Professor Weng....Room 47

11:15 a. m.—German III.—Professor Mutterer.....Room 36

Note—The work in German I, II, and III consists of a systematic study of accidence and elementary syntax, with reading of easy prose and verse. The courses give teachers an opportunity for reviewing elementary German grammar.

PHYSICAL TRAINING—WOMEN.

9:05 a. m.—Course II—Fancy steps.—Miss Curry.

10:10 a. m.—Course I—Swedish gymnastics, light apparatus work and games.—Miss Curry.

11:15 a. m.—Course I.—Miss Curry.

EUROPEAN HISTORY.

8:00 a. m.—Course IV—English History.—Professor Bogardus.
Room 20

9:05 a. m.—Course I—Greek History.—Professor Bogardus....
Room 20

11:15 a. m.—Advanced Course—The Revolutionary and Napoleonic Era.—Professor Bogardus....Room 20

MUSIC.

8:00 a. m.—Music I.—Miss Parr.....Room 49

9:05 a. m.—Music II.—Miss Parr.....Room 49

10:10 a. m.—Music III.—Miss Parr...!.....Room 49

ZOOLOGY AND BOTANY.

- 8:00 a. m.—Laboratory sections in Botany II and Zoology I.—
Professor Cox.....Room 13
- 9:05 a. m.—Botany II—Mosses and Ferns. Students who have
not had Botany may begin the subject here.—
Professor CoxRoom 12
- 11:15 a. m.—Zoology I—A general study in invertebrate zoology
with special emphasis on insects. Much attention
will be given to the nature study phase of the
subject.—Professor Cox.....Room 12
- 1:30 p. m.—Botany VII—A nature study course in botany with
special emphasis on tree study. Attention given
to germination and to the identification of com-
mon summer flowers.—Assistant Professor Thomp-
sonRoom 12

MANUAL TRAINING.

- 8:00 a. m.—Course II—Wood-working for the elementary
schools.—Processor Laubach.....Training School.
- 9:05 a. m.—Course I—Hand work for the primary grades.—
Professor LaubachTraining School
- 10:10 a. m.—Course IV—Wood-working for secondary schools.—
Professor Laubach.....Training School

CONDITIONS OF ADMISSION.

College graduates, high school graduates, holders of any grade of teachers' license, and holders of a record of three years in a commissioned high school are admitted without examination and given rank in the school in keeping with their scholastic attainments. *Official statement of graduation will suffice, but the actual license must be submitted to the Committee on Registration.*

For those who do not come in any of the above classes an entrance examination will be held on Monday, July 1, beginning at 8 o'clock a. m.

EXPENSES.

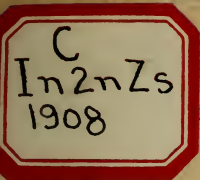
The only charge made by the school is a library fee, which for the Summer Term is one dollar. Board and room can be had in good families at \$3.00 to \$4.00 per week. Nearly all students board in clubs at a cost of \$2.00 to \$2.50 per week, thus reducing their entire living expenses to \$3.00 per week for good accommodations.

Young women who wish to arrange for room and board before coming to the city can do so by corresponding with the Dean of Women.

On arriving in the city, students are requested to come at once to the office of the institution, where they will receive whatever assistance they need in finding suitable rooms and boarding places.

For fuller information address,

President Wm. W. Parsons,
Terre Haute, Ind.



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VOL. I

APRIL, 1908

No. 3

Announcements

UNIVERSITY OF ILLINOIS

for the

Summer Term

RESIDENT'S OFFICE.

June 29—August 7

1908

CALENDAR

Classification of Students, Saturday, June 27.

Class work begins Monday, 8:00 a. m., June 29.

Term ends August 7.

Published quarterly by the Indiana State Normal School, Terre Haute. Entered as second-class matter, November 5, 1907, at the postoffice at Terre Haute, Indiana, under the Act of Congress of July 16, 1894.

INDIANA STATE NORMAL SCHOOL.

FACULTY.

WILLIAM WOOD PARSONS,
President, and Professor of Philosophy of Education.

HOWARD SANDISON,
Vice-President, and Professor of Psychology.

ELLWOOD WADSWORTH KEMP,
Professor of United States History and Civil Government.

ALBERT ROSS CHARMAN,
Professor of Observation, Methods and Practice.

ROBERT GREENE GILLUM,
Professor of Physics and Chemistry.

LOUIS JOHN RETTGER,
Professor of Physiology.

ARTHUR CUNNINGHAM,
Librarian and Professor of Library Science.

CHARLES MADISON CURRY,
Professor of Literature.

FRANCIS MARION STALKER,
Professor of History of Education.

CHARLES REDWAY DRYER,
Professor of Geography.

MARY ELINOR MORAN,
Assistant Professor of Literature.

WILLIAM THOMAS TURMAN,
Professor of Penmanship and Drawing.

JOHN BENJAMIN WISELY,
Professor of English Grammar and Composition.

OSCAR LYNN KELSO,
Professor of Mathematics.

JOHN JACOB SCHLICHER,
Professor of Latin.

INDIANA STATE NORMAL SCHOOL.

WILLIAM ALLEN McBETH,
Assistant Professor of Geography.

FRANK RAWDON HIGGINS,
Assistant Professor of Mathematics.

JOHN PATTON KIMMEL,
Professor of Physical Training (Men).

LELLA ANNE PARR,
Professor of Music.

FREDERICK GILBERT MUTTERER,
Professor of German.

FLORENCE BERTHA CURRY,
Professor of Physical Training (Women).

FREDERICK HENRY WENG,
Assistant Professor of Latin and German.

ERLE ELSWORTH CLIPPINGER,
Assistant Professor of English Grammar and Composition.

FRANK SMITH BOGARDUS,
Professor of European History.

ROSE MARIAN COX,
General Assistant Instructor.

CHARLES HOMER BEAN,
Assistant Professor of Psychology.

ULYSSES ORANGE COX,
Professor of Zoölogy and Botany.

EDWIN MORRIS BRUCE,
Assistant Professor of Physics and Chemistry.

MERIT LEES LAUBACH,
Professor of Manual Training.

MARTINA CECILIA ERICKSON,
Dean of Women.

JAMES HENRY BAXTER,
Assistant Professor of Mathematics.

OLIVER S. THOMPSON,
Assistant Professor of Physiology, and Zoölogy and Botany.

JAMES L. LARDNER,
Professor of Reading and Public Speaking.

CHARLOTTE BERTHA SCHWEITZER,
Acting Assistant Professor of English Grammar and Composition.

SARAH SWIHART,
Assistant Professor of English Grammar and Composition.

JAMES O. ENGLEMAN,
Principal of Training School.

ELIZABETH CRAWFORD,
Teacher of English and History, Training School.

KATHARINE MAURICE MORAN,
Grades Seven and Eight, Training School.

TELULAH ROBINSON,
Grades Five and Six, Training School.

EDITH BADER,
Grades Three and Four, Training School.

ALMA BESTE,
Grades One and Two, Training School.

GERTRUDE A. ROBINSON,
Country Training School.

ANNE CLARE KEATING,
Assistant Librarian.

MABEL E. MARSHALL,
Assistant Librarian.

HELEN M. CRANE,
Assistant Librarian.

OFFICE FORCE.

MINNIE ELIZABETH HILL,
Registrar.

EMMA AGNES SMITH,
Clerk.

PEARL IRENE JOLLEY,
Bookkeeper.

SPECIAL ANNOUNCEMENT.

CLASSES WILL BE ORGANIZED MAY 18, 1908, TO MEET THE
NEEDS OF HIGH SCHOOL GRADUATES.

The new law dividing all public school teachers of the state into four classes, namely, Classes "A," "B" and "C," and teachers of rural and town schools, provides, further, that, after August 1, 1908, no new teacher shall enter the schools who has not had at least twelve weeks' work in a school maintaining a professional course for the training of teachers.

Many persons wishing to teach next year will graduate from high schools several weeks after the spring term of the State Normal School has opened—too late to do this term's work, and thus be qualified under the law to teach. If such persons were obliged to wait until the opening of the summer term before taking up the professional work needed, it would be difficult, on account of the limited time and the excessive heat of the season, to meet the requirements of the law.

A further difficulty would be the impracticability of maintaining an efficient system of training schools during the month of August and the first part of September. To meet the needs of this class of persons wishing to prepare for teaching at the opening of the school year in September, 1908, the State Normal School will organize new classes about the middle of its spring term—May 18th—in Manual Training, Music, Drawing, Observation, Meth-

ods, Educational Psychology, and whatever other subjects may be necessary to afford the professional and academic training required by these persons. These classes will work during the remaining half of the spring term and continue as organized through the six weeks' summer term, thus giving the twelve weeks' professional training required by law. The regular training schools, consisting of a rural school, the eight grades and the high school, will all be in regular session during the last half of the spring term, and during the summer term following, the training school as heretofore organized for summer work will be maintained.

As stated above, this special arrangement will be made to meet the needs of persons just graduating from high schools and wishing to do the required amount of professional work before taking up the work of teaching in September. But the attendance will not be limited to such graduates. Other persons wishing to work during this period will be given the benefit of this arrangement of classes.

Indiana State Normal School.

SUMMER TERM.

In 1894 the first Summer Term of the State Normal School was conducted by three members of the Faculty with an attendance of 110 students. In 1907 the entire Faculty conducted the Summer Term with an attendance of 1,085. This term has come to be an integral part of the work of the school year with the regular members of the Faculty in charge, and with every facility and advantage offered at any other time.

CLASS WORK.

The work is arranged so that a student may pursue two full subjects and complete the work in them as it is done in a full term. That is, a student can do a half term's work and make two credits in the Summer Term. Wide freedom of choice is permitted, and in the great range of work offered, superintendents, principals, and teachers of all grades may find subjects to meet their wants and needs. Students who are not working for credits are permitted to observe and follow the work in as many subjects as they may care to choose.

EQUIPMENT.

The attention of students is called to the equipment of the State Normal School. It is the one institution maintained by the state for the training of teachers and no expense has been spared in securing for it the very best facilities that money can buy. Located in the heart of one

of the most beautiful and most thriving cities in the middle west, its grounds and buildings are a credit both to the commonwealth of Indiana and to the profession of teaching. Its large faculty, chosen for the sole purpose of training teachers for the public schools of the state, is composed of competent, cultured men and women devoted to their work. The teachers are selected for their fitness in special lines and the whole time of each teacher is given to his one subject.

BUILDINGS.

The buildings are constructed for the special purpose for which they are used and are models of beauty and convenience. The main building is a stately structure that commands the attention of every passer-by. The science building is a handsome piece of architecture in the same general style as the main building. The training school is regarded as a model in every way. The new library building now in process of construction, for which the Legislature of 1907 appropriated \$100,000, will add to the beauty of the group. These buildings are finished and furnished throughout in the best materials. Each department has the latest and best apparatus. The library of nearly 50,000 volumes is without question one of the best working libraries in the country. The gymnasiums for men and women are thoroughly equipped to care for the physical nature of the students.

TRAINING SCHOOLS.

Special attention is called to the advantages offered in the training schools. The new training school building now has the manual training department on the first floor, the eight grades on the second floor, and the high school on the third and fourth floors. These departments are all

in charge of professionally trained teachers and are open to students for observation and practice. In addition to these schools the State Normal School maintains a typical rural school six miles in the country. This school is in charge of a skillful professionally trained teacher, and the student may see just what can be done in any district school in the state.

THESE COMPLETE FACILITIES ARE OFFERED TO STUDENTS ABSOLUTELY FREE. THERE IS NO TUITION AND THE ONLY FEE COLLECTED IS A LIBRARY FEE OF TWO DOLLARS FOR EACH TERM, TWELVE WEEKS, AND OF ONE DOLLAR FOR THE SUMMER TERM.

COURSES OF STUDY.

The work of the school has been reconstructed and adjusted to the new conditions made by the last Legislature. The law of 1907 creating a system of training schools under the supervision of the state made the State Normal School the head of the system, and made its courses the standard of courses in accredited schools. The General Assembly of 1907 enacted laws grading the teachers of the state in three classes according to qualifications and fixing a minimum rate of compensation. These laws have made several new courses necessary and possible. Students who have entered upon courses will be permitted to complete the courses they have begun or to adjust themselves to the new courses.

COURSE FOR TEACHERS OF "CLASS A."

(Twelve Weeks.)

Educational Psychology, with special reference to the needs of teachers of graded and district schools.

Observation and Study in Training Schools, both graded and country.

Methods of Instruction, adapted to graded and district schools.

One term's work in any of the common branches or other subjects offered in the course for teachers of "Class C."

Vocal Music, Penmanship, Drawing or Manual Training.

This course is organized especially for graduates of commissioned or certified non-commissioned high schools who have not taught and who are by law, after August 1, 1908, required to have at least "twelve weeks' work in a school maintaining a professional course for the training of teachers" before teaching. Credits made may be applied on any of the courses embracing the subjects pursued in this course.

COURSE FOR TEACHERS OF "CLASS B."

(Twenty-four Weeks.)

Educational Psychology, with special reference to the needs of teachers of graded and district schools..twenty-four weeks

Observation and Study in Training Schools, both graded and countrytwelve weeks

Methods of Instruction, adapted to graded and district schoolstwelve weeks

History of Education or School Organization and Administrationtwelve weeks

Two terms' work in any one or more of the common branches or other subject or subjects offered in the course for teachers of "Class C."

Vocal Music, Penmanship, Manual Training or Drawingtwelve weeks

This course is organized especially for graduates of commissioned or certified non-commissioned high schools who have had at least one year's experience as teachers, and who are by law, after August 1, 1908, required to have "at least twenty-four weeks' work in a school maintaining a professional course for the training of teachers." Credits made may be applied on any of the courses embracing the subjects pursued in this course.

COURSE FOR TEACHERS OF "CLASS C."

(Three Years.)

REQUIRED SUBJECTS.

| | |
|---|-------------------|
| Arithmetic | twenty-four weeks |
| Language, Grammar and Composition..... | twenty-four weeks |
| History and Civil Government..... | twenty-four weeks |
| Physiology and Hygiene..... | twelve weeks |
| Oral Reading and Literature..... | twenty-four weeks |
| Geography | twenty-four weeks |
| Penmanship | twelve weeks |
| Educational Psychology, with special reference to grade work | thirty-six weeks |
| Principles and Methods of Teaching..... | twenty-four weeks |
| Observation and Practice in Training Schools.. | twenty-four weeks |
| School Organization and Administration..... | twelve weeks |
| History of Education..... | twelve weeks |
| Manual Training or School Economics, adapted to all grades | twelve weeks |
| Vocal Music | twelve weeks |
| Drawing | twelve weeks |
| Nature Study | twelve weeks |
| Physical Culture | twenty-four weeks |

ELECTIVE SUBJECTS.

| | |
|---|-------------|
| Latin | three years |
| German | three years |
| Algebra | one year |
| Geometry | one year |
| Trigonometry and Analytical Geometry..... | one year |
| Physics | two years |
| Chemistry | two years |
| Botany | two years |
| Zoölogy | two years |
| English and American Literature..... | two years |
| History | two years |

This course is organized for graduates of commissioned or certified non-commissioned high schools and others of equivalent scholarship. A "credit" consists of twelve weeks' successful work in any subject. Thirty-eight credits are necessary for graduation.

Four heavy subjects carried regularly with daily recitations of fifty minutes each, five days per week, is the maximum work for students of average ability and attainments. Only students of exceptional maturity and strength will be permitted to attempt more. Vocal Music, Penmanship or Physical Culture may be taken in addition to the regular number named.

The work done in the elective subjects of this course is of standard college grade and quality. When a student elects a subject he is required to do not less than one full year's work in such subject. When Latin or German is elected two full years' work is required. Only with the consent of the head of the department, may a student drop a subject once begun before the required amount of work is completed. At the end of two years' successful teaching after completing this course, the diploma will be awarded, which is by law equivalent to a life license to teach in Indiana.

COURSE FOR TEACHERS OF DISTRICT AND TOWN SCHOOLS.

(Two Years.)

| | |
|---|--------------------------------------|
| Language, Grammar and Composition..... | twenty-four weeks |
| Arithmetic | twenty-four weeks |
| Oral Reading and Literature..... | twenty-four weeks |
| Geography | twenty-four weeks |
| History and Civil Government..... | twenty-four weeks |
| Physiology and Hygiene..... | twelve weeks |
| Vocal Music | twelve weeks |
| Drawing | twelve weeks |
| Principles and Methods of Teaching..... | twenty-four weeks |
| Educational Psychology, with special reference to grade work | twenty-four weeks |
| Observations and Practice in Training Schools, graded and country..... | twenty-four weeks |
| Manual Training or School Economics, adapted to all grades | twelve weeks |
| Physical Culture | two hours per week—twenty-four weeks |
| History of Education..... | twelve weeks |
| Penmanship | twelve weeks |
| Elective (from other courses)..... | twenty-four weeks |

This course is open only to graduates of commissioned high schools and others of equivalent scholarship. The work in obser-

vation and practice is given in a well-organized training school consisting of the eight grades below the high school supported and conducted exclusively by the State, and a country training school organized and managed jointly by the State and the township trustee. Two summer terms of six weeks each are equivalent to a regular term of twelve weeks. Persons completing this course will receive certificates which by law will entitle the holders to teach three years in the district and town schools of the State without license. Credits made on this course may be applied at any time on the three-year course, which carries with it the diploma. Four daily recitations of fifty minutes each, five days per week, with Vocal Music, Penmanship or Physical Culture as an extra subject, is the maximum work allowed students of average ability.

COURSES FOR NON-GRADUATES OF HIGH SCHOOLS.

| | |
|---|--|
| Algebra | forty-eight weeks |
| Commercial Arithmetic | twelve weeks |
| Plane and Solid Geometry..... | thirty-six weeks |
| Composition and Rhetoric..... | thirty-six weeks |
| English Literature | thirty-six weeks |
| American Literature | thirty-six weeks |
| Latin or German..... | one hundred forty-four weeks (4 years) |
| Ancient History | twenty-four weeks |
| Medieval and Modern History..... | twenty-four weeks |
| Botany or Zoölogy..... | thirty-six weeks |
| Physics or Chemistry..... | thirty-six weeks |
| Physical Geography | twenty-four weeks |
| Vocal Music | twelve weeks |
| Drawing | twelve weeks |
| Educational Psychology | twenty-four weeks |
| Principles of Methods..... | twenty-four weeks |
| History of Education..... | twelve weeks |
| School Organization and Administration..... | twelve weeks |
| Study and Practice of Training Schools..... | twenty-four weeks |

Many young men and women who have not had the advantages of high school training wish to become teachers. Usually these persons are much more mature in years than are the boys and girls that complete the required

grade work and move from this on up into the high school. These boys and girls are usually about fourteen years of age, while the young men and women referred to above are from four to eight or ten years older. These persons have a maturity of mind and an experience in life quite unknown to the children just out of the grades and which greatly reinforce their study of the high school branches. It would be manifestly unjust to require these mature persons to spend as much time in weeks or months in the study of the high school subjects as is required of the children just out of the grades. They can master these subjects in less time. Not only can they go over the ground required for graduation from the high school in less time, but they will have a more thorough understanding of the subjects pursued.

Under the law the State Normal School admits no female students under sixteen years of age and no males under eighteen. As a matter of fact, however, the average age on entering is probably between twenty-one and twenty-two. To meet the needs of these more mature young men and women that have not had high school advantages and who wish to become teachers, the Normal School will for the present offer courses in the various high school subjects prescribed by law. When students have done the minimum amount of work required of the certified non-commissioned high schools and the commissioned high schools, respectively, they will be eligible to enter upon the courses for the various classes of teachers designated by the law.

COLLEGE COURSE.

HIGH SCHOOL WORK REQUIRED FOR ENTRANCE.

| | |
|-------------------------------------|-----------------|
| English, three years..... | nine credits |
| Foreign Languages, three years..... | nine credits |
| Mathematics, three years..... | nine credits |
| Science, one year..... | three credits |
| History, one year..... | three credits |
| Electives | fifteen credits |

REQUIREMENTS FOR GRADUATION.

(Four years—thirty-six credits.)

| | |
|---|------------------|
| Professional | nine credits |
| Mathematics | two credits |
| Science | three credits |
| Latin or German..... | five credits |
| English Literature and Composition..... | two credits |
| History | two credits |
| Electives | thirteen credits |

The student must choose some line of work for his major subject in which enough work must be elected in addition to that required in it to make a total of at least nine credits in the major subject before graduation. On completing the course the State Normal certificate of graduation will be issued and the degree of Bachelor of Arts conferred. At the end of two years' successful teaching after graduation the Diploma, which is a life license to teach in Indiana, will be awarded.

OTHER COURSES.

In addition to the courses given, the regular four-year Normal Course and the College-Graduate course will be maintained as heretofore.

SCHEDULE OF CLASSES BY DEPARTMENTS.

(Summer Term, 1908.)

PSYCHOLOGY.

- 8:00—Course I.—Introspective Psychology—The material or subject-matter of Psychology, its characteristic attribute, its scope, modes of investigation, the physical basis of conscious activity. Assistant Professor Bean.
Room 1
- 9:05—Course VII.—College work—Ethics, M., W., Th.; Will, T., F. Professor SandisonRoom 34
- 10:10—Experimental Psychology. Assistant Professor Bean.
Room 1
- 11:15—Course I.—Introspective Psychology. Assistant Professor BeanRoom 1
- 11:15—Course III.—Introspective Psychology—A detailed investigation of understanding, conception, judgment, reasoning inductive and deductive, and a general consideration of feeling and willing. Professor Sandison.
Room 34

UNITED STATES HISTORY AND CIVIL GOVERNMENT.

- 8:00—Course I.—The development of American institutions from their European origins to American independence 1783. Professor KempRoom 40
- 9:05—Course II.—The development of American institutions from 1783 to 1860. Professor Kemp.....Room 40
- 10:10—Course III.—The development of American institutions from 1860 to the present time. Professor Kemp.
Room 40

METHODS, OBSERVATION AND PRACTICE.

- 8:00—Course I.—Methods: (1) The nature of education in general. (2) The school as a social institution, as a legal institution, and as a spiritual organization. Professor CharmanRoom 19

- 9:05—Course II.—Methods: (1) The application of the general conception of Method to one or more branches of study. (2) Method applied to the lesson, the lesson viewed in relation to the other activities of the school. (3) Observation and interpretation of lessons. Professor Charman Room 19
- 10:10—Course I.—Regular Observation. Professor Charman.
Room 19

PHYSICS AND CHEMISTRY.

- 8:00—Course III.—Physics—Electricity and Magnetism. Professor Gillum Room 50
- 9:05—Course I.—Chemistry—Non-metals. Assistant Professor Bruce Room 50
- 10:10—Course I.—Physics—Mechanics. Professor Gillum.
Room 50
- 11:15—Course VI.—Advanced Physics. Professor Gillum.
Physical Laboratory
- 11:15—Courses II and III.—Chemistry. Assistant Professor Bruce Chemical Laboratory

PHYSIOLOGY.

- 8:00—Course II.—Professor Rettger Room 55
- 9:05—Course I.—Assistant Professor Thompson..... Room 55
- 10:10—Course I.—Professor Rettger Room 55
- 10:10—Laboratory sections. Assistant Professor Thompson.
Physiological Laboratory
- 11:15—Laboratory sections. Professor Rettger.
Physiological Laboratory

PUBLIC SCHOOL LIBRARY SCIENCE.

- 9:05—Course I.—Use of Libraries. Professor Cunningham.
Librarian's Office
- 11:15—Course III.—Administration. Professor Cunningham.
Librarian's Office

ENGLISH AND AMERICAN LITERATURE.

- 8:00—Course XIII.—Robert Browning. Professor Curry.
Room 27
- 9:05—Course VIII.—English prose masterpieces. Professor CurryRoom 27
- 10:10—Course III.—English poetry—Special studies in Tennyson, Matthew Arnold, and Mrs. Browning. Professor Curry.
Room 27
- 11:15—Course I.—The History of English Literature. Assistant Professor MoranRoom 25

HISTORY OF EDUCATION.

- 8:00—Course I.—Education in the Orient.—Professor Stalker.
Room 35
- 9:05—Course V.—Education in Indiana. Professor Stalker.
Room 35
- 10:10—Course VIII.—Modern Educational Classics. Professor StalkerRoom 35

GEOGRAPHY AND GEOLOGY.

- 8:00—Course I.—The Physical Geography of the land. A high school course for students who have not studied the subject elsewhere. Class-room work with field excursions. Assistant Professor Clem.....Room 41 S
- 9:05—Course III.—The Earth as a Whole. For teachers of classes "A" and "B" and required for the two-year and three-year courses. Assistant Professor Clem.
Room 41 N
- 9:05—Course VIII.—Regional Geography. Europe. Open to students having two credits in Geography in high school or Normal course. Assistant Professor McBeth.
Laboratory
- 10:10—Course IV.—The Regions of the Globe. Must be preceded by Course III or its equivalent. For teachers of classes "A" and "B" and required in the two-year and three-year courses. Assistant Professor McBeth.
Room 41 N
- 10:10—Course V.—Advanced Physiography. For students who have had some instruction in Physiography. Assistant Professor ClemRoom 41 S
- 2:00—Laboratory and Field Work as may be arranged.

DRAWING.

- 8:00—Course I.—Drawing. Professor Turman.....Room 43
 9:05—Course IV.—Drawing. Professor Turman.....Room 43
 10:10—Course VI.—Drawing. Professor Turman.....Room 43

GRAMMAR AND COMPOSITION.

- 8:00—Composition II.—Exposition with special emphasis on grading and criticizing written work. Work especially adapted to high school teachers. Text, Thorndyke's Elements of Composition and Rhetoric. Professor WiselyRoom 32
 8:00—Grammar IB.—Topics studied: The thought and its elements, the sentence and its parts, kinds of ideas and classes of words used in expressing them, their uses and modifiers, and the phrase. Assistant Professor ClippingerRoom 17
 9:05—Composition I.—Description and narration, with special emphasis on work appropriate to the grades in the public schools. Text, Baldwin's College Manual of Rhetoric. Assistant Professor Clippinger.....Room 17
 9:05—Grammar III.—Topics studied: Parts of speech and their properties, the infinitive and the participle. Professor WiselyRoom 32
 9:05—Grammar IIA.—Topics studied: The clause, the compound sentence, the complex sentence with special emphasis on connective words. Assistant Professor Swihart.
 Room 24
 10:10—Composition VI.—Rhetoric. Analyses of literary masterpieces. Assistant Professor Clippinger.....Room 17
 10:10—Grammar IA.—Same as Grammar IB. Professor Wisely.
 Room 32
 11:15—Grammar IB. Assistant Professor Swihart.....Room 24

MATHEMATICS.

- 8:00—Course XI.—Analytic Geometry. Assistant Professor BaxterRoom 18
 8:00—Course X.—Trigonometry. Professor Kelso.....Room 42
 9:05—Course IV.—Elementary Algebra. Assistant Professor HigginsRoom 48

| | |
|---|---------|
| 9:05—Course II.—Arithmetic. Professor Kelso..... | Room 42 |
| 9:05—Course I.—Arithmetic. Assistant Professor Baxter. | |
| | Room 18 |
| 10:10—Course VII.—Plane Geometry. Assistant Professor Baxter | Room 18 |
| 10:10—Course V.—Elementary Algebra. Assistant Professor Higgins | Room 48 |
| 10:10—Course II.—Arithmetic. Professor Kelso..... | Room 42 |
| 11:15—Course XVII.—Theory of Equations. Assistant Professor Higgins | Room 48 |

LATIN.

| | |
|--|---------|
| 8:00—Course II.—The Elements of Latin. Exercises in grammar; the conjugations and the uses of the subjunctive. Dr. Schlicher | Room 39 |
| 8:00—Latin III.—Elementary Composition and the reading of simple prose. Assistant Professor Weng..... | Room 47 |
| 9:05—Latin IV (V).—Cæsar; weekly exercises in composition. Dr. Schlicher | Room 39 |
| 10:10—Latin VII (VI).—Virgil; oral and written translations; Scansion; three hours. A full credit can be made by combining this course with advanced composition at 11:15. Assistant Professor Weng..... | Room 47 |
| 11:15—Advanced Latin.—Roman Elegy, three hours. Advanced composition, two hours. Dr. Schlicher..... | Room 39 |

GERMAN.

| | |
|---|---------|
| 9:05—Elements of German II. Professor Mutterer..... | Room 36 |
| 9:05—German XI.—Composition; three-hour course. Assistant Professor Weng | Room 47 |
| 10:10—German XV.—The modern German drama from Kleist to the present time. Professor Mutterer..... | Room 36 |
| 11:15—German IV and V.—Intermediate. Professor Mutterer. | Room 36 |
| 11:15—Elements of German III. Assistant Professor Weng. | Room 47 |

EUROPEAN HISTORY.

- | | |
|--|---------|
| 8:00—Course IX.—The Napoleonic era in European history 1799-1815. M., W., F. Professor Bogardus..... | Room 20 |
| 10:10—Course II.—History of Rome to the fall of the empire in the West 476 A. D. Professor Bogardus..... | Room 20 |
| 11:15—Course V.—English History B.—The period of English History from 1603 to the present time. Professor Bogardus | Room 20 |

ZOÖLOGY AND BOTANY.

- | | | |
|---|------------------------------------|---------|
| 8:00—Laboratory sections. | Professor Cox..... | Room 13 |
| 9:05—Course II.—Botany—Mosses and ferns. | Professor Cox..... | Room 12 |
| 10:10—Laboratory sections. | Professor Cox..... | Room 13 |
| 11:15—Course I.—Zoölogy—A study of the lower invertebrates up to and including insects. | Professor Cox..... | Room 12 |
| 11:15—Course VII.—Botany—Afternoon field course. | Assistant Professor Thompson | Room 13 |

MUSIC.

- | | |
|-------------------------------------|---------|
| 8:00—Music I.—Professor Parr | Room 49 |
| 9:05—Music III. Professor Parr..... | Room 49 |
| 10:10—Music II. Professor Parr..... | Room 49 |

PHYSICAL TRAINING (MEN).

- | | |
|------------------|-------------------|
| 8:00—Gymnasium. | Professor Kimmel. |
| 9:05—Gymnasium. | Professor Kimmel. |
| 10:10—Gymnasium. | Professor Kimmel. |
| 11:15—Gymnasium. | Professor Kimmel. |

PHYSICAL TRAINING (WOMEN).

- 9:05—Course 1. Professor Florence Bertha Curry.
10:10—Course I. Professor Florence Bertha Curry.
11:15—Course II. Professor Florence Bertha Curry.

MANUAL TRAINING.

- 8:00—Course II. Professor Laubach...Training School Building
9:05—Course I. Professor Laubach...Training School Building
10:10—Laboratory sections.
11:15—Mechanical Drawing I. Professor Laubach.
Training School Building

READING AND PUBLIC SPEAKING.

| | |
|--|---------|
| 8:00—Reading and Elementary Literature I. Professor Lardner. | Room 38 |
| 9:05—Reading and Elementary Literature II. Assistant Professor Moran | Room 25 |
| 10:10—Oratory I. Professor Lardner..... | Room 38 |
| 11:15—Debate I. Professor Lardner..... | Room 38 |

Note.—The courses in Reading and Elementary Literature are two-fold in nature—literary and expressional. As a literary study, the work is an interpretation of certain great masterpieces of English and American literature. As an expressional study, the student is taught that the elements of expression—such as time and emphasis—have their source in the thought and spirit of literature; and in accord with this fundamental principle he is trained to read aloud with clearness and force. In these classes, we do not “coach” pupils to “declaim” particular dramatic selections. Our aim is to help teachers to be vigorous and effective readers.

Two courses are offered in Public Speaking—one in Oratory and one in Debate. The purpose of these courses is to cultivate in the student the power to hold and convince an audience. In Oratory, each pupil speaks at least three times a week before the instructor for criticism. In Debate, the class is divided into teams for drill in arrangement of material and in rebuttal. The questions discussed are chosen from a leading educational and social problem of the day. Ringwalt’s “Modern American Oratory” and Alden’s “Art of Debate” are used as texts in these classes.

ROOMS.

Students must room in houses approved by the President and Dean of Women. A list of desirable rooms and boarding places is kept on file in the office of the Dean and women students are expected to confer with the Dean before making definite arrangements as to rooms. Women who wish to arrange for room and board before coming to the city can do so by corresponding with the Dean of Women. Indeed they will find it greatly to their advantage to make such arrangements by correspondence as early



as possible. On arriving in the city students are requested to come at once to the office of the institution, where they will receive whatever assistance they need in finding suitable rooms and boarding places.

EXPENSES.

Board, including fuel and light, can be had in good families at \$3.50 to \$4.50 per week, according to the quality of the accommodations. There are good facilities for self-boarding and for club boarding in the city at a cost of \$2.00 to \$2.50 per week. Nearly all the students board in clubs, thus reducing their entire expenses for board and room rent to \$2.75 or \$3.50 per week for good accommodations. The expenses of many do not exceed \$2.50 per week. The only charge made by the school is a library fee of \$2.00 per term of twelve weeks and of \$1.00 for the Summer Term.

The necessary expenses for a term of six weeks in the Normal School will not vary greatly from the following estimate:

| | |
|-------------------------------------|---------|
| Room rent, 6 weeks, at \$1.25..... | \$7 50 |
| Board, 6 weeks, at \$2.25..... | 13 50 |
| Washing and incidentals..... | 5 00 |
| Library fee | 1 00 |
| Books and stationery..... | 3 00 |
| | <hr/> |
| Necessary expenses for 6 weeks..... | \$30 00 |

Correspondence is invited. For fuller information with regard to the school, address

PRESIDENT WILLIAM W. PARSONS,
Terre Haute, Ind.